

MUTH 2103: Intermediate Aural Skills I

Instructor: Dr. Matthew Santa

Office phone: (806) 834-6089

Office hours: 8-8:50 am, Mon-Fri, Rm. 240

E-mail: matthew.santa@ttu.edu

Website: <https://www.matthewsanta.com>

Prerequisites: Completion of MUTH1104, and 1204 with a C or better, or equivalent. Concurrent enrollment in MUTH2203 required.

Required Texts:

- Gary S. Karpinski, *Manual for Ear Training and Sight Singing*, 2nd edition. New York: W. W. Norton & Company, 2017. [Available in the bookstore.]
- Nancy Rogers and Robert Ottman, *Music for Sight Singing*, 9th edition. Upper Saddle River: Pearson, 2014. [Available in the bookstore.]

Course Content: In this course, you will develop sight singing and dictation skills necessary for the performance and teaching of tonal music. MUTH 2103 focuses primarily on the introduction of chromaticism in harmonic and melodic contexts.

Course Purpose: The purpose of the course is to develop a “seeing ear” and a “hearing eye.” Over the course of the semester, you will develop the ability to translate sound into notation and vice versa. Sight singing and dictation skills are of paramount importance to the aspiring professional musician. Sight singing improves your ability to sight-read on your instrument; dictation facilitates error-checking, transcription, and a host of other activities. MUTH 2103 is required of all music majors, and it lays the groundwork for the subsequent semester of the aural skills sequence. The skills developed in MUTH 2103 are intended to complement the skills being developed concurrently in MUTH 2203. This course is required of all undergraduate music majors.

Expected Learning Outcomes: Upon completion of MUTH 2103, you will be able to:

- Perform a variety of rhythmic patterns at sight while conducting
- Know and be able to demonstrate basic conducting patterns
- Sing major and minor scales, intervals, and triads using solfege.
- Identify aurally size and quality of intervals, and quality of triads and seventh chords
- Notate short melodic and harmonic dictation exercises, some of which modulate
- Sing short tonal melodies that feature increased chromaticism
- Improvise in a variety of tonal and rhythmic contexts

Assessment of Learning Outcomes: The following methods will be used to assess your progress towards the learning outcomes given above:

- sight singing and dictation quizzes

- homework assignments
- A variety of in-class activities
- Sight singing midterm and final exam

Criteria for Grading: The components of your final grade will be weighted as follows:

- | | |
|------------------------------|-----|
| • dictation quizzes: | 40% |
| • homework assignments: | 10% |
| • class participation: | 10% |
| • sight singing quizzes: | 15% |
| • sight singing midterm exam | 10% |
| • sight singing final exam: | 15% |

Grading scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F

Assignments: Assignments are due at the beginning of the class session indicated in the syllabus. Late assignments will not be accepted without an acceptable excuse supported by documentation. Acceptable excuses are a personal illness, a death in the family, or a university-sponsored trip. Failure to attend class does not excuse late assignments (leave them in my mailbox before class if unable to attend). Homework assignments and sight singing quizzes missed due to an **excused absence** must be completed no later than one week from the date of the student's return to class. It is the student's responsibility to turn in the missed homework within that time period or a grade of 0 will be given. It is also the students responsibility to schedule a time with the instructor to make up the sight singing exam within the allotted time or a grade of 0 will be given. **All assignments are meant to be completed individually; working with others on an assignment will be considered scholastic dishonesty.**

Quizzes: A short dictation quiz and a short sight singing quiz will be given in every class session. A student with an acceptable excuse supported by documentation (see Assignments above) will be allowed a makeup sight singing quiz; a student with an unexcused absence should not ask for one. No dictation quizzes will be made up.

Exams: Exams will not be given outside of the scheduled exam hour unless arrangements are made with the instructor prior to the exam. If an emergency arises, students must notify the instructor by calling the School of Music prior to the scheduled exam time. Messages left at the School of Music are dated and timed. There will be no exceptions to this exam policy unless the student's dean notifies the instructor otherwise.

Attendance and Participation: Because our time together in class is very limited, it is essential that we make the most efficient and constructive use of that time. Therefore, attendance is mandatory and any unexcused absence will be penalized, with a direct adverse effect on final grades. Excused absences do not excuse students from responsibility for any work missed.

Reasonable Accommodation for Students with Disabilities (ADA Compliance)-OP34.22

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

Academic Integrity-OP34.12

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010] Students must understand the principles of academic integrity, and abide by them in all class and/or course work at the University. Academic Misconduct violations are outlined Part I, section B.1 of the Code of Student Conduct. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question. Academic misconduct includes cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics/standards, and any act or attempted act designed to give unfair academic advantage to oneself or another student. Additional information about academic misconduct is available in the Texas Tech University Handbook in Part II, section B of the Community Policies section in the Student Handbook at <http://www.depts.ttu.edu/dos/handbook/>.

a. Cheating

- (1) Copying from another student's academic work, test, quiz, or other assignment.
- (2) Receiving assistance from and/or seeking aid from another student or individual to complete academic work, test, quiz, or other assignment without authority.
- (3) The use or possession of materials or devices during academic work, test, quiz or other assignment which are not authorized by the person administering the academic work, test, quiz, or other assignment.
- (4) Possessing, using, buying, stealing, transporting, selling, or soliciting in whole or in part items including, but not limited to, the contents of an unadministered test, test key, homework solution, or computer program/software. Possession, at any time, of current or previous course materials without the instructor's permission.
- (5) Obtaining by any means, or coercing another person to obtain items including, but not limited to, an unadministered test, test key, homework solution, or computer program/software, or information about an unadministered test, test key, homework solution, or computer program.

- (6) Transmitting or receiving information about the contents of academic work, test, quiz, or other assignment with another individual who has completed or will complete the academic work, test, quiz, or other assignment without authority.
- (7) Substituting for another person, or permitting another person to substitute for oneself, in order to take a course, take a test, quiz, or other assignment or sign in/register attendance.
- (8) Taking, keeping, misplacing, damaging, or altering the property of the University or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.
- (9) Falsifying research data, laboratory reports, and/or other academic work offered for credit.
- (10) Failing to comply with instructions given by the person administering the academic work, test, quiz, or other assignment.

b. Plagiarism

- (1) The representation of words, ideas, illustrations, structure, computer code, other expression, or media of another as one's own and/or failing to properly cite direct, paraphrased, or summarized materials.
- (2) Self-plagiarism, which involves the submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student.

c. Collusion

The unauthorized collaboration with another individual to complete academic work, test, quiz, or other assignment, providing unauthorized assistance to another student, allowing another student access to completed academic work, and/or conspiring with another person to commit a violation of academic dishonesty.

d. Falsifying academic records

- (1) Altering or assisting in the altering of any official record of the University and/or submitting false information.
- (2) Omitting requested information that is required for, or related to, any official record of the University.

e. Misrepresenting facts

- (1) Providing false grades, falsifying information on a resume, or falsifying other academic information.
- (2) Providing false or misleading information in an effort to injure another student academically or financially.
- (3) Providing false or misleading information or official documentation in an effort to receive a postponement or an extension on academic work, test, quiz, other assignment, credit for attendance, and/or obtain an academic or financial benefit for oneself or another individual.

NOTE: Examples include, but are not limited to, fabricated, altered, misleading, or falsified documentation for medical excuses, family and personal emergencies, and signing into class and failing to remain the entire time.

f. Violation of Professional Standards

Any act or attempted act that violates specific Professional Standards or a published Code of Ethics.

g. Unfair Academic Advantage

Any other action or attempted action that may result in creating an unfair academic advantage for oneself or may result in creating an unfair academic advantage or disadvantage for another student that is not enumerated in items a-f.

Absence Due to Observance of Religious Holy Day-OP34.19

1. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.

2. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Statement of Ethical Principles:

Texas Tech University is committed to an open and diverse society. Each member of the Texas Tech community has the right to be treated with respect and dignity. This right imposes a duty not to infringe upon the rights or personal values of others. Professional relationships among all members of the Texas Tech community deserve attention so that they are not exploited for base motives or personal gain. (<http://www.depts.ttu.edu/ethics/matadorchallenge/>)

Discrimination, Harassment, and Sexual Violence Statement:

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](#) are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, <https://www.depts.ttu.edu/scc/> (Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/tpd/> (To report criminal activity that occurs on or near Texas Tech campus.)

LGBTQIA Statement:

Within the Center for Campus Life, the LGBTQIA Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions. Please note that resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806-742-5433.

Absence Due to Officially Approved Trips-OP34.04

Department chairpersons, directors, or others responsible for a student representing the university on officially approved trips must notify the student's instructors of the departure and return schedules. The instructor so notified must not penalize the student, although the student is responsible for material missed. Any student absent because of university business must be allowed to make up missed work within a reasonable span of time or have alternate grades substituted for work due to an excused absence. Students absent because of university business

must be given the same privileges as other students; e.g., if other students are given the choice of dropping one of four tests, then students with excused absences must be given the same privilege.

Concealed Carry of Handguns on Campus-OP10.22

Last Day to drop a course: The 45th class day is the last day to drop a course.

Incompletes

The grade of incomplete is granted only in cases of serious, documented emergencies, and then only when permission has been obtained from the instructor, no later than one week before the final class meeting.

Preparedness

Be sure to have a supply of manuscript paper and pencils (with erasers!) for use in class and for written assignments.

DATE	CLASS TOPIC	ASSIGNMENT DUE
8/28	Introduction; 6/4 chords review	
8/30	Other Seventh Chords	sing Anthology, #13.86 (memorized) dictation: Manual, p. 218, exercises 47.6 (five bars in 3/4) and 47.8 (eight bars in 2/4 w/ grace notes)
9/4	Other Seventh Chords	practice for sight-singing quiz dictation: Manual, pp. 223-224, exercises 48.1 (five bars in 2/2) and 48.2 (four bars in 3/8)
9/6	Chromatic Passing Tones	practice for sight-singing quiz dictation: Manual, pp. 223-224, exercises 48.3 (four bars in 4/4) and 48.4 (four bars in 6/8)
9/11	Chromatic Passing Tones	sing Anthology, #15.12 (memorized) dictation: Manual, pp. 223-224, exercises 48.6 (four bars in 3/4) and 48.7 (five bars in 3/4)
9/13	Chords Applied to the Dominant	sing Anthology, #15.12 (memorized) dictation: Manual, pp. 223-224, exercises 48.9 (eight bars in 3/4 w/ anacrusis) and 48.10 (five bars in 3/4)
9/18	Chords Applied to the Dominant	sing Arpeggiated Harmonic Progressions, lines 3 and 4 dictation: Manual, p. 273, exercises 55.9 (two bars in 4/4) and 55.11 (two bars in 4/4 w/ anacrusis)
9/20	Chords Applied to the Dominant	sing Arpeggiated Harmonic Progressions, lines 3 and 4 dictation: Manual, p. 273, exercises 55.10 (two bars in 4/4) and 55.12 (two bars in 4/4 w/ NCTs)
9/25	Chords Applied to the IV chord	practice for sight-singing quiz dictation: Manual, p. 274, exercises 55.14 (four bars in 4/4 w/ anacrusis and w/ NCTs)
9/27	Chords Applied to the IV chord	practice for sight-singing quiz dictation: Manual, pp. 278-279, exercises 56.7 (two bars in 4/4) and 56.8 (two bars in 4/4)
10/2	Chords Applied to the IV chord	sing Anthology, #15.33 (memorized) dictation: Manual, pp. 278-279, exercises 56.9 (four bars in 3/4) and 56.12 (eight bars in 3/4 w/ anacrusis)
10/4	MIDTERM EXAM	by individual appointment in my office
10/9	Syncopation	Class participation grade!
10/11	Syncopation	sing Anthology, #15.26 (memorized) dictation: Manual, p. 156, exercises 32.2 (five bars in 3/4) and 32.3 (six bars in 2/2)
10/16	Syncopation	sing Anthology, #17.47 (memorized) dictation: Manual, p. 156, exercises 32.5 (five bars in 3/2) and 32.6 (five bars in 4/4)
10/18	Hemiola	sing Anthology, #17.47 (memorized) dictation: Manual, p. 156, exercises 32.7 (five bars in 3/8) and 32.8 (eight bars in 2/4)
10/23	Hemiola	practice for sight-singing quiz dictation: Manual, p. 329, exercises 66.1 (eight bars in 3/4 AND twelve bars in 2/4) and 66.2 (4 bars in 6/8)

10/25	Other Applied Chords	practice for sight-singing quiz dictation: Manual, p. 329, exercises 66.3 (eight bars in 3/4) and 66.4 (twelve bars in 3/4)
10/30	Other Applied Chords	sing Anthology, #15.65 (memorized) dictation: Manual, pp. 282-283, exercise 57.6 (five bars in 3/2) and 57.7 (four bars in 4/4)
11/1	Other Applied Chords	sing Anthology, #15.65 (memorized) dictation: Manual, pp. 282-283, exercise 57.8 (eight bars in 2/4) and 57.9 (five bars in 6/8 w/ anacrusis)
11/6	Other Applied Chords	sing Anthology, #15.70 (memorized) dictation: Manual, pp. 288-289, exercises 58.6 (three bars in 3/4) and 58.7 (two bars in 4/4 w/ anacrusis)
11/8	Other Applied Chords	sing Anthology, #15.70 (memorized) dictation: Manual, p. 288-289, exercises 58.8 (four bars in 3/4 w/ anacrusis) and 58.9 (seven bars in 3/4)
11/13	Modulation	sing Anthology, #16.37 (memorized) dictation: Manual, p. 279, exercise 56.13 (8 bars in 3/4)
11/15	Modulation	sing Anthology, #16.37 (memorized) dictation: Manual, p. 349, exercises 69.1-69.6 (write only the starting and ending scale degrees for each)
11/20	Modulation	play top and sing bass, handout, #784 dictation: Manual, p. 359, exercises 70.10 and 70.11
11/21-11/25	Thanksgiving Holidays	NO CLASSES
11/27	Modulation	practice for sight-singing quiz dictation: Manual, pp. 359-360, exercises 70.12 and 70.13
11/29	Modulation	practice for sight-singing quiz dictation: Manual, pp. 368-369, exercises 71.11 and 71.12
12/4	FINAL EXAM	by individual appointment in my office